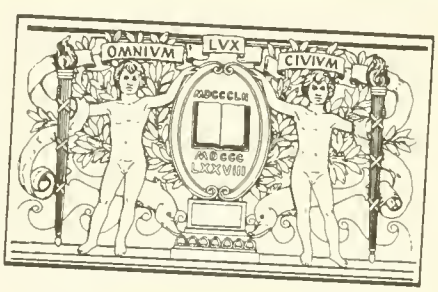
GOVT. DOC.
A
M3/B16
SD
85/1



BOSTON
PUBLIC
LIBRARY

3/B16
D
5/1

MEETING THE NEEDS

BOSTON PUBLIC LIBRARY
GOVERNMENT DOCUMENTS DEPARTMENT
RECEIVED
OCT 4 1985

BOSTON PUBLIC SCHOOLS

CHAPTER 1 —ECIA

The School Committee of the City of Boston

John A. Nucci, *President*

Shirley Owens-Hicks
Vice-President

Daniel R. Burke
Treasurer

Abigail Browne

Joseph W. Casper

John P. Grady

William Marchione

Kevin A. McCluskey

Jean M. McGuire

John D. O'Bryant

Thomas M. O'Reilly

Grace Romero

Rita Walsh-Tomasini

MEETING THE NEEDS—XIII

CHAPTER 1 — ECIA, 1985-1986

BOSTON PUBLIC SCHOOLS

Material in this booklet compiled and edited by
Office of Dissemination
Chapter 1 Programs
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108
(617) 726-6200 x5230
Program Photos by *Oded Burger*

BOSTON "OUTSTANDING"

— *U.S. Secretary of Education*

United States Department of Education

presents this

CERTIFICATE OF MERIT

to

Boston School Committee

for outstanding progress toward excellence in compensatory education

1985

Secretary of Education

Pictured above is the Certificate of Merit presented to the Boston School Department by the United States Department of Education in recognition of its selection of the Boston Chapter 1 project as unusually successful.

Contents

FOREWORD 3

DIRECTOR'S MESSAGE 4

ORGANIZATION 5

CHAPTER 1 – A FEDERAL LAW FOR LOCAL SCHOOLS 6

BASIC REQUIREMENTS 8
- Eligibility of Schools 10
- Identification of Pupils 12
- Parental Involvement 14
- Comparability 16
- Private School Involvement 18

CHAPTER 1 IN BOSTON
- Title I/Chapter 1— The First Twenty Years 20
- Administration, Personnel, Budget .. 22
- List of Chapter 1 Schools, 1985-1986 23
- The Instructional Program 24
- Language Development (ESL) 28
- Inservice Training 30
- Paraprofessionals 32
- Research and Evaluation 34
- Materials 36
- Administrator's Guide to Chapter 1 . 38
- Non-instructional Duties 40

Dr. Laval S. Wilson, *Superintendent*

FOREWORD

This past spring marked the twentieth anniversary of the enactment of Title I, the forerunner of Chapter 1. These were twenty years that saw changes in the shape of the Title I Chapter 1 program in Boston: the auxiliary teacher, summer programs, after school programs, the sub-system, etc.

As has been the case with many a grant program, it often takes a number of years to develop an effective means of accomplishing the purpose of the program while observing the limitations of its guidelines. Too often it is at this point that funding runs out. Chapter 1 has been fortunate in that its demonstrated effectiveness has earned it continuing support in Congress. The result is that, even though Chapter 1 is dependent on the annual education appropriation, thus subject to drastic reduction or elimination from year to year, so regular has funding been that school administrators have come to look upon the program and the personnel as integral parts of the school curriculum. Chapter 1 endorses this attitude inasmuch as it contributes to greater effectiveness of the total school effort. After all, it is this contribution to total school effort which is the justification of the program.

This publication is offered as a brief description of the Chapter 1 program in Boston. It is organized in two broad sections, the first dealing with the Chapter 1 law and its application nationwide, the second section dealing with the implementation of the program in Boston. Readers wishing further information are invited to contact the Boston Chapter 1 office.

Of special interest in this booklet may be the Administrator's Guide To Chapter One on pages 38-39. This guide attempts to present in simplified form answers to questions often asked of school building administrators. Chapter 1 in Boston is fortunate in that most of the building administrators in the city have, over the years, become familiar with the purpose and operation of Chapter 1. Instances of misuse or of questionable practice have been uncommon and generally unintentional. Occasionally it is necessary to adapt practices to changing legislation. In such cases the department makes every effort to disseminate current and accurate information.

Also of special interest may be the modifications to various sections which treat of private school involvement. These modifications have been made necessary because of the July decision of the United States Supreme Court regarding the use of publicly funded personnel on parochial school premises.

Daniel S. Coughlin, *Director*

DIRECTOR'S MESSAGE

Perhaps the most significant change in the twenty-year history of Chapter 1 has been forced upon communities by the surprising decision of the United States Supreme Court in regard to the placing of publicly funded teachers in parochial schools.

The tremendous impact of the decision was intensified by its timing. Coming after the close of school when 1985-86 project applications had long since been submitted, the decision has forced wholesale mid-summer adjustments across the country. We regret any inconvenience to personnel and trust all understand that the reason for the sudden change was beyond our control and that adjustments were made for the greatest good, consistent with contractual obligations and the policies and regulations of the State Chapter 1 Office and the Boston School Department.

Paling in importance beside the impact of the Supreme Court decision, but still the most significant event of the past year, is the selection of the Boston Chapter 1 program by the Secretary of Education as an unusually successful compensatory program. In the words of the Certificate of Merit presented to this department, the program has made "outstanding" progress towards excellence in compensatory education. This recognition is especially significant since it was bestowed on only 118 of the thousands of school districts across the country.

In accepting this honor, this department views it as a tribute to the competence and industry of the Boston Chapter 1 personnel, the teachers, paraprofessionals, parents, and administrative staff who have made it possible. We recognize also the cooperation and support of non-Chapter 1 personnel, teachers and building administrators, whose contribution to the total effort has been essential to the success of the program.

It is especially fitting that this recognition comes during the twentieth anniversary of Title I Chapter 1 legislation. At various times during the past twenty years, times of threatened reductions, actual reductions, forced changes, federal or state restrictions – at such times it would have been easy to become discouraged and to lose enthusiasm. At other times, it is true, we have had the feeling that the program was doing well; it is most reassuring to have this impression corroborated by outside parties.

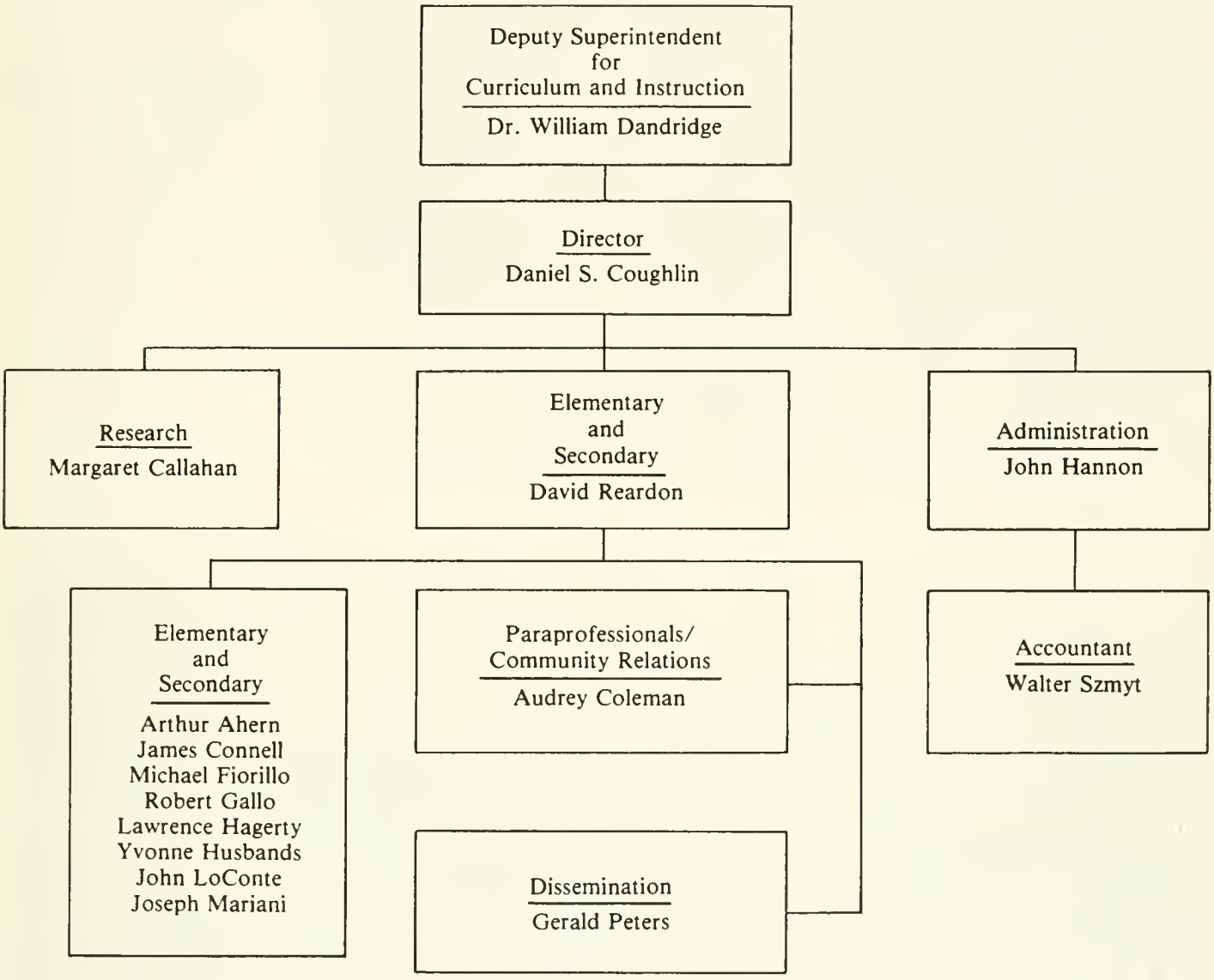
As usual, the funding situation is contradictory. The basic Chapter 1 grant for Boston has been increased somewhat. However, contractual salary increases for all personnel, together with inflation, tend to consume any slight increase in available funds. Moreover, this year a new state law has empowered all cities and towns to take from grant programs a proportionate share of employer's contributions to pension costs. To us in Boston this has required the setting aside in the budget of some six hundred thousand dollars. We are happy to say that despite these additional costs, the department has again been able to maintain the same system-wide staffing levels for teachers. In fact, by shifting a few teachers in the interests of cost-effectiveness, we will be able to service five additional schools, those next in order of low-income eligibility.

On a personal note, this annual message affords me the opportunity to express appreciation for the support and guidance of Dr. Spillane during his tenure as Superintendent of Schools in Boston:

The Department of Chapter 1 Programs extends congratulations to former Superintendent, Dr. Robert R. Spillane, and wishes him continued success in Fairfax County, Virginia. His support of Chapter 1 programs and genuine concern for student achievement are deeply appreciated by the entire Boston Chapter 1 community.

—D. S. Coughlin

ORGANIZATION OF CHAPTER 1



Chapter 1 — A Federal Law for Local Schools

Chapter 1 takes its name from the fact that it is the first part of the Education Consolidation and Improvement Act of 1981. This part of the act took the place of Title 1 of the Elementary and Secondary Education Act of 1965.

The purpose of the act is to give supplemental federal aid to local school systems in order to meet the needs of children from low-income areas who are educationally disadvantaged.

The money comes from the federal government. The program is planned and carried out by the local school system with the involvement and recommendations of parents in the local schools. All payments and purchases are made by the local school system, and Chapter 1 employees are subject to the hiring and personnel policies of the local school system. The State Department of Education supervises the program for conformance to the federal guidelines and exercises approval power over the local programs.

El propósito del acta es dar ayuda federal supplementaria a sistemas locales de niños de familias de poco ingreso.

Los fondos vienen del gobierno federal. El programa es planificado y realizado por el sistema local escolar con la participatión y recomendaciones de padres de las escuelas locales. Todas las compras y los empleados están sujetos a las regulaciones estableeidas por el personal de sistema local escolar. El Departamento de Educatión Estatal supervisa el programa para asegurarse que los reglamentes federales se están cumpliendo, y tiene el poder de aprobación sobre los programas locales.

Chapter 1 programs supplement the regular school program in low-income areas by concentrating extra small-group instruction on a limited number of children identified as in greatest educational need.

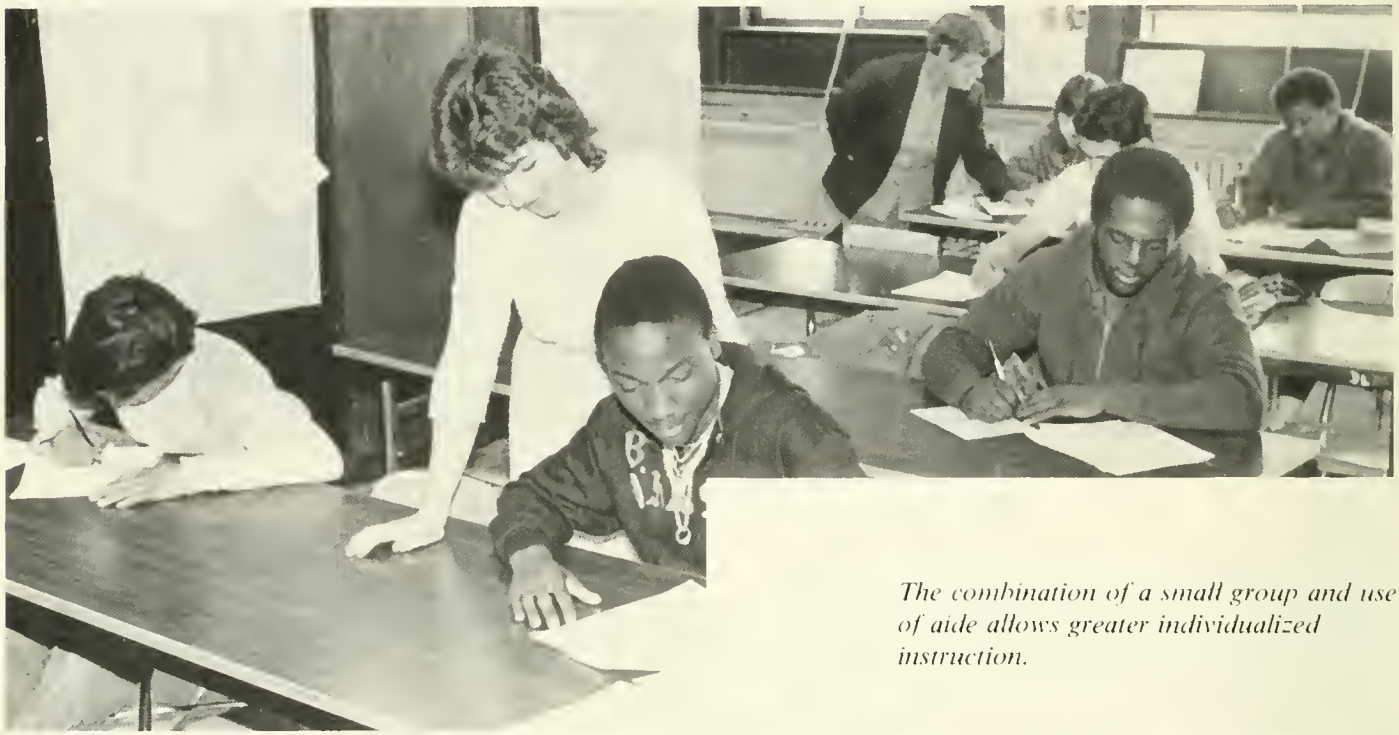
Basic Requirements

The Chapter 1 program in every city or town is very closely controlled by state and federal governments to see that the federal funds are indeed used according to law.

For this reason any school department wishing to receive Chapter 1 funds must give assurance that it is complying with the law in every respect, including such basic Chapter 1 requirements as:

1) eligibility of schools,
2) identification of pupils,
3) parental involvement,
4) comparability,
5) private school involvement.

These requirements are outlined on the following pages.



The combination of a small group and use of aide allows greater individualized instruction.

W
eb
ater
ain
oy
co
X
ax
ox
fo
fired
bo
Y
yellow
yard
you
yet
ell
nch
nsect
ll
bi
ip
ellow

Eligibility of Schools

The purpose of Chapter 1 is to assist schools which have many children who come from low-income areas. To identify these low-income areas, the entire city is surveyed each year to find the number of low-income families in each of the 861 population units called geocodes. The attendance area of each *community district* school is composed of a certain group of geocodes, some of which are in the vicinity of the school and some of which are located at a distance from the school. Those *community district* schools with attendance areas having a high concentration of low-income residents are eligible for Chapter 1 services. Once a *community district* school is eligible for Chapter 1 services all students in that school are eligible.

In the *non-district* schools, that is, magnet schools and private schools, a student is eligible if he or she lives in a serviced geocode.

(Notice that in both *community district* and *non-district* schools, no particular student must be from a low-income family to be eligible. It is neeessary only that he or she live in an area or geocode which is serviced.)

Summing up, in the *district* schools, eligibility is by schools; in magnet schools or private schools, eligibility is by residence of the individual child.

This process of determining school eligibility is conducted for each three-year application using the best available information as approved by the State Department of Education.

Los fondos del Capîtulo 1 deben sur usados par ayudar a los niños en areas identificadas para programas del Capîtulo 1.

Para identificar estas areas la cuidad entera ha sido examinada para encontrar el numero de familias de poco ingresos en cada uno de los 861 grupos de población llamados "geocodes."

Cada escuela del *distrito* se compone de un cierto grupo de geocodes, algunos de los cuales están en la vecindad de la eseuela y otros que están a una distancia de la eseuela. Las escuelas del *distrito* que tienen muchos estudiantes cuyos padres tienen un ingreso mas bajo que otros padres en la cuidad son elegibles para servicios del Capîtulo 1. Una vez la escuela del *distrito* es elegible para servicios del Capîtulo1, todos los estudiantes en esa escuela son elegibles.

En las escuelas que *no son distrito*, es decir, eseuelas imánes y escuelas privadas, un estudiante es elegible si vive en un area que tiene muchas familias de pocos ingresos.

En resumen, en las escuelas de *distrito*, la elegibilidad para programas del Capîtulo 1 es según la eseuela, en las escuelas imanes o privadas, la elegibilidad es según la dirección de los estudiantes individuales.

These Chapter 1 classes illustrate the individualized approach of this supplemental program.

Identification of Pupils

For several reasons, not all eligible children can be serviced in Chapter 1 classes. The Chapter 1 law requires that schools concentrate on those children in greatest educational need.

Therefore, once students are eligible for Chapter 1 service, either because their school is eligible or because they live in an eligible geocode, then those eligible students with the greatest educational need are identified for Chapter 1 service. Identification is based on such factors as test scores, grades, and teacher recommendations.

It is important to note that in identifying pupils who are to receive Chapter 1 services there is no necessary connection between eligibility and low income of any individual family. Those eligible children who are to be identified for Chapter 1 services are selected on strictly educational criteria.

Por varias razones, todos los niños elegibles no pueden conseguir servicios del Capítulo 1. La ley del Capítulo 1 requiere que las escuelas concentren en los niños que tienen la necesidad más grande.

Por eso, cuando los estudiantes se encuentren elegibles para los servicios de Capítulo 1, por la elegibilidad de su escuela o su geocode, esos estudiantes con la necesidad más grande son elegidos para servicio Capítulo 1. La selección es basada en tales cosas como notas en los exámenes, grados, y las recomendaciones de los maestros.

Individual or small-group attention is characteristic of the Chapter 1 class.

Hunger
in
Africa

Parent Involvement

The active participation of parents in the Chapter 1 project has always been a key feature of the Boston Chapter 1 Program. Also, the competence of thoroughly informed Boston Chapter 1 parents, especially as demonstrated at regional or national conferences, has always been a source of great satisfaction to the parents themselves and to the Chapter 1 staff. This involvement has often been a welcome support and has served as a healthy balance in the cooperative effort.

Fears that parent involvement under new legislation of Chapter 1 would be significantly less effective than under Title 1 have been somewhat relieved. The previous legislation was very specific in requiring elected parent councils with the responsibility for advising the local educational agency in planning, implementing, and evaluating its programs. The new legislation merely requires in general terms that programs be "designed and implemented in consultation with parents (of children being served). . . ."

What the regulations have done is to remove requirements for size and number of parent councils, their method of selection, their organization, etc. So that this absence of regulation will not lead to token and ineffective involvement, the State Chapter 1 Office of Massachusetts, as empowered by the law, has drafted guidelines which do not conflict with federal regulations. These may be summarized as follows:

1) A school district must meet the parent consultation requirement either through establishment of a district-wide parent advisory council or through the development of its own plan subject to State approval. Boston has chosen to continue its city-wide parent advisory council.
2) A parent involvement checklist provided by the State Department of Education and signed by the parent group must accompany the project application. This checklist will certify that there has been adequate opportunity to review and provide input into the design and implementation of the project.
3) Each district must make available to parents and to the general public Chapter 1 information, reports, and other pertinent records and documents.
4) Districts are expected to provide to parents training on matters related to Chapter 1.
5) Chapter 1 funds may be used to support parent activities related to Chapter 1.

Accordingly, in Boston an elected Chapter 1 Citywide Parent Advisory Council serves as the vehicle for parental consultation. As in the past, this council is a forum for the free exchange of ideas and its meetings are open to all. Interested parents are always welcome.

A regular function of the Boston Chapter 1 Parent Advisory Council is the development of information for parents and by parents. A standard feature of this self-information program is a series of workshops planned and conducted by the parents themselves with the technical assistance of Chapter 1 staff. It is this kind of activity, together with genuine involvement in Chapter 1 planning, which helps to place the Boston parents among the best-informed and most able contributors in state, regional, and national conferences.

Officers of the Citywide Parent Advisory Council may be reached through the Chapter 1 Community Relations Office.

Officers of Chapter 1 Citywide Parent Advisory Council:
Cleo Trammell, President
Joseph Jones, Vice-President
Marguerite Hinds, Recording Secretary
Joan Francis, Corresponding Secretary
Josephine Calapa, Treasurer

Cleo Trammell, *President*

Joseph Jones, *Vice-President*

Through council meetings and training sessions Chapter 1 parents become familiar with Chapter 1 law and regulations. Through subcommittees they take part in every phase of the Chapter 1 program.

Comparability

The law provides that Chapter 1 funds may supplement, but not supplant, state and local educational funds. This means that the city must continue to spend at least as much per pupil in Chapter 1 schools as the average spent in non-Chapter 1 schools.

That this requirement is no mere formality is evidenced by the fact that more than twenty states have been directed by the federal government to pay back misused Title 1 funds. From the beginning of ESEA involvement Boston has maintained comparability.

Under Chapter 1, the law is more general than Title 1, and regulations are less detailed in regard to the nature and extent of reporting necessary to satisfy this requirement. The obligation to provide in Chapter 1 schools city services comparable to those provided in non-Chapter 1 schools still exists.

the Exit

Private School Involvement

The aim of the Chapter 1 law is to help school children in low-income areas. From the beginning of this program in 1965, Congress has recognized that many of these children do not go to public schools. Therefore, the law requires that such children be given the opportunity to participate in Chapter 1 services on an equitable basis with children in public schools. This requirement has always been observed quite satisfactorily in Boston with approximately thirty-five private schools participating regularly. As in many of the urban areas of the country, most of the Boston private schools with children from low-income areas are parochial schools, and therefore most of the Boston private schools which have chosen to participate in the Chapter 1 program have been parochial schools. After the first few years of experimentation with methods of service, it was found most efficient and effective to place public school teachers in the private schools to give Chapter 1 instruction to the eligible children in those schools. This was done only under carefully limited conditions and was closely supervised to see that service went only to the eligible children and no tangible benefit went to the school. It seemed to be an arrangement that was very satisfactory to all parties. However, it appears that this arrangement is now prohibited by a decision of the United States Supreme Court.

As this is being written, the effect of the decision of the Supreme Court on parochial school involvement in the Chapter 1 program is not entirely clear.

It appears that the specific object of the decision, the public funding of teachers in parochial schools, is to be discontinued as soon as practical, if not as soon as possible. It appears further that cities and towns are still obligated to make available equitable services for children who live in low-income areas and go to private schools. What is not clear is how these services may be efficiently and effectively provided within the limits of the law.

Among the methods suggested are the use of mobile classrooms, educational television or radio, or classes in public schools during school hours or outside of school hours.

While many people may regret a decision that forces the end of a highly successful approach, there is no practical recourse but to fulfill the obligations of the law as defined.

In considering various methods of implementation of the law, it may be helpful to be aware of what the law requires, subject to interpretation of the Supreme Court ruling. For this purpose pertinent sections of the law and regulations are reprinted here.

EDUCATION CONSOLIDATION and IMPROVEMENT ACT of 1981
PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS
Sec. 557. (a)

GENERAL REQUIREMENTS — To the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency shall make provisions for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate. . . Expenditures for . . . children in private schools shall be equal (taking into account the number of children to be served and the special educational needs of such children) to expenditures for children enrolled in the public schools of the local educational agency.

(b) BYPASS PROVISION. — (1) If a local educational agency is prohibited by law from providing for . . . children in private elementary and secondary schools . . ., the Secretary . . . shall arrange for the provision of services to such children. . . .

(2) If the Secretary determines that a local educational agency has substantially failed to provide for the participation on an equitable basis of educationally deprived children enrolled in private elementary and secondary schools, he shall arrange for the provision of services to such children. . . .

FEDERAL REGISTER. 34CFR Part 200.

200.70 Responsibility of LEAs. (a) (1) In consultation with private school officials, an LEA shall provide educationally deprived children residing in a project area of the LEA who are enrolled in private elementary and secondary schools with special educational services and arrangements as will assure participation on an equitable basis. . . .

(b) The LEA shall provide the opportunity to participate in a manner that is consistent with the number and special educational needs of the educationally deprived children in private schools.

(c) The LEA shall exercise administrative direction and control over Chapter 1 funds and property that benefit educationally deprived children in private schools.

(d) (1) Provision of services to children enrolled in private schools must be provided by employees of a public agency or through contract by the public agency with a person, an association, or corporation who or which, in the provision of those services, is independent of the private school and of any religious organizations.

(2) This employment of contract must be under the control and supervision of the public agency.

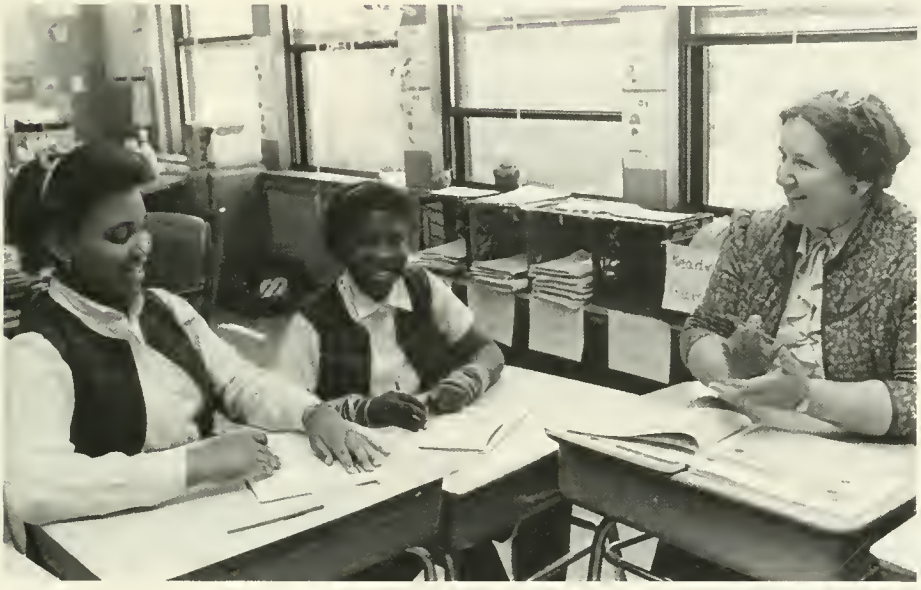
(e) In its application for Chapter 1 funds, the LEA shall make provision for services to educationally deprived children attending private elementary and secondary schools.

200.71 Factors used in determining equitable participation.

(a) Equal expenditures. Expenditures for educational services and arrangements for educationally deprived children in private schools must be equal (taking into account the number of children to be served and the special educational needs of such children) to expenditures for children enrolled in the public schools of the LEA.

(b) Services on an equitable basis. The Chapter 1 services that an LEA provides for educationally deprived children in private schools must be equitable (in relation to the services provided to public school children) and must be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the private school children to be served.

"Expenditures . . . in private schools shall be equal (taking into account the number . . . and . . . needs of such children) to expenditures . . . in the public schools . . ."



Title I/Chapter 1 —

This year marks th
legislation that bec
program of federal a
In connection wit
these pages a selecti
the activities funded
the years.
In the manner of
I/Chapter 1 underwe
into its present form
Among the activit
programs, including
places as Tanglewo
Model Demonstrati
health team, and a su
Common.
Some of these acti
no longer funded by

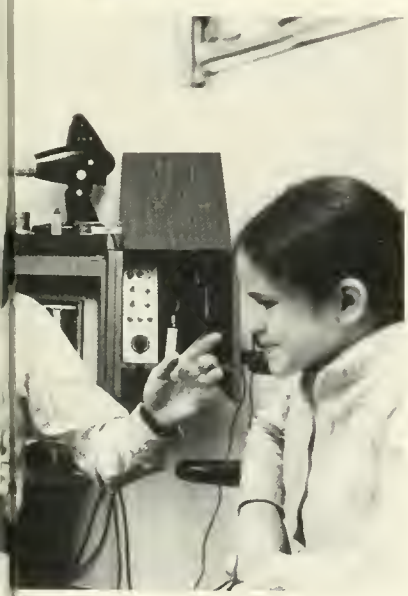
First Twenty Years

a anniversary of the
ter 1, the largest
schools.
sion we present on
s depicting some of
ram in Boston over

nt programs, Title
nges before settling

l here are summer
field trips to such
mphony Hall, the
m, Work-Study, a
xhibition on Boston

ll operating but are



Chapter 1 in Boston: A Few Facts

This information, presented in summary form, may help to give some idea of the size and scope of the Boston Chapter 1 project. Numbers and percentages of children are from latest information available at time of project application. All other data are projected for 1985-86.

School-age children in the city of Boston	80,799
Enrollment in the Boston Public Schools	53,564
Low-income children in Boston	23,995
Children participating in Chapter 1	13,431
City-wide percentage of low-income children	29.69%

Schools serviced:

Elementary	61
Middle	19
High school	13
	93

Personnel:

Teachers	278
Paraprofessionals	150
Administrative staff	15
Clerical staff	9

Budget:

Administration	$ 761,675
Instruction	
Elementary	5,625,642
Secondary	3,908,379
Language Development (ESL)	598,500
Materials and Equipment	337,943
Parent Expenses	36,000
Fixed Charges	
Fiscal Audit	56,250
Medical Insurance	447,450
Health and Welfare @ $400/Teacher, $300/Paraprofessional	151,550
Sick Leave Redemption	222,500
State Dissemination (.2%)	27,971
Indirect Costs (6.3%)	820,318
State Parent Advisory Council	6,163
State Computer (.3%)	41,956
Research and Evaluation	123,985
Total	$13,985,595

Chapter 1 Schools, 1985-86

In school year 1985-86 Chapter 1 operates a total of 93 programs in Boston.

ELEMENTARY

Agassiz
Alighieri
Baldwin
Bates
Beethoven
Blackstone
Bradley
Clap
Condon
J.M. Curley
Dever
Dickerman
Eliot
Ellis
Emerson
Endicott
Everett
Farragut
Fifield
Fuller
Garfield
S. Greenwood
Guild
Hale
Haley
Hennigan
Hernandez
Higginson
Holland
Hurley
Jackson-Mann
J.F. Kennedy
Kent
Longfellow
Mann Unit
Manning
Marshall
Mason
Mather
Mattahunt
McKay
Mendell
Mozart
Murphy
O'Donnell
O'Hearn
Ohrenberger
Otis
Parkman
Perkins
Philbrick
Russell
P.A. Shaw
Stone
Sumner
Taylor
Tobin
Trotter
Tynan
Winship
Winthrop

MIDDLE

Barnes
Cleveland
M. Curley
Dearborn
Edison
Edwards
Gavin
Holmes
Irving
Mann
King
Lewis
Mackey
McCormack
T. Roosevelt
Taft
Timilty
Umana
Wheatley

HIGH

Boston High
Boston Prep
Brighton
Burke
Charlestown
Copley Square
Dorchester
English
Jamaica Plain
Madison Park
South Boston
Technical
Umana

The Instructional Program

The basic instructional program provides extra small-group classes in reading, mathematics, and English as a second language to those students in each Chapter 1 school who are identified as in greatest educational need.

The number of Chapter 1 classes per school varies from one to six depending on such factors as school enrollment, the school's ranking on the low-income index, the projected number of students in educational need, and the availability of funds.

Each year, Chapter 1 teachers, with the assistance of the staff of each school, identify the students to be serviced using such criteria as test scores, staff recommendations, and academic record.

Chapter 1 students receive one period of instruction in the appropriate subject every day. In the basic plan Chapter 1 classes meet in very small groups, and Chapter 1 teachers are assisted part-time by trained instructional paraprofessionals. This combination of small-group approach and use of the paraprofessionals allows greater individualized attention. Chapter 1 teachers use basic instructional materials as well as a wide variety of supplementary commercial and teacher-made materials and equipment especially designed for the purpose. Paraprofessionals are assigned generally on the basis of one paraprofessional per two Chapter 1 teachers.

A continuing aim of the program is close coordination between the regular school staff and the Chapter 1 teacher so that all may be continually aware of the progress and needs of each child. The results of the Degrees of Reading Power are a factor in planning lessons for Chapter 1 instruction, and city-wide performance objectives serve as the basic curriculum in the instructional program.

In the secondary schools Chapter 1 has succeeded in having students pre-selected so that they may be pre-scheduled for Chapter 1 instruction. Chapter 1 has been able to do this through cooperation with other offices of the school department and with committees of middle school and high school administrators. In the spring the data processing office provides for each school a printout ranking eligible Chapter 1 students in order of greatest educational need, using criteria supplied by Chapter 1 . The various middle and high schools then use this information in drawing up their fall schedules and student programs. Thus, students targeted for Chapter 1 in the spring are scheduled for fall classes as they would be for any other elective, with care taken to observe Chapter 1 guidelines.

USSR... A GOOD CATCH!

PREFIXES

Special Programs

In addition to the basic instructional program, several other approaches are funded on a smaller scale by Chapter 1 in Boston.

In selected schools Chapter 1 funds an instructional program which uses the latest technology to individualize the teaching-learning process. Known as reading laboratories, classrooms in this program contain about thirty carrels, or study tables, where each pupil works at his or her own pace and on his or her own level, using tape cassettes, headphones, invisible ink markers, and study-folders. Pupils follow a schedule of assignments of study material, self-correct responses to recorded instructions, and advance or review as necessary. The specially trained teacher, with a paraprofessional, is able to supervise this entire operation by listening in on any student's program at any time. The unit, manufactured by New Century Education Corporation, was introduced to the Boston School Department as a pilot Title I program several years ago, upon the recommendation of Title I parents who had seen a demonstration elsewhere. Its favorable reception in its original Boston site has led to city-funded implementation in several non-Chapter 1 schools.

Another program, introduced two years ago on a pilot basis in the Kent School and in the Cleveland Middle School, uses computor technology to diagnose, prescribe, and manage reading instruction for 90 students in each school. Under this system, known as Prescription Learning, specially trained teacher-paraprofessional teams, use nine Commodore PET computer terminals in each school to provide individualized instruction. The program has met with a very favorable response from staff and students. It has been extended to Dorchester High School and to the Agassiz School, the latter being a mathematics program.

READING LEARNING CENTER

Language Development/ESL (English as a Second Language)

The Chapter 1 Language Development/ESL (English as a Second Language) program is an important part of the Chapter 1 project. In complying with the State Bilingual Law, Chapter 71A, the city provides children of limited English-speaking ability with an ongoing program of instruction.

This program has been developed to supplement the bilingual student's course of study by providing instruction for those children who are making progress at a slower pace than their peers. The teachers focus on those English oral-aural and reading skills which are crucial to success in the regular English-speaking classroom.

Selection of bilingual pupils for the Chapter 1 program is carefully administered to see that the city is complying with state and federal guidelines. Within these guidelines, children serviced under the State Bilingual Law receive extra Chapter 1 bilingual instruction according to their needs.

The general goal of the program is to teach the second language in a classroom atmosphere which stresses the value of bilingualism and biculturism. In allowing for individual differences in oral proficiency, English reading readiness, and learning style, the Chapter 1 language development teacher helps each student to develop motivation, confidence, and positive self-image. Ideally, this will allow the student to grow in fluency as he or she uses English in a wide variety of practical situations. At the same time the student will develop oral and written English skills needed to participate successfully in those academic and social activities offered in the regular school program.

Agassiz
Blackstone
Condon
Dearborn
Ellis
Hennigan
Hernandez
Holland
Hurley
Jackson-Mann
J.F. Kennedy
Kent
Marshall
Murphy
Taft
Tobin
Tynan

Inservice Training

Important to the success of the Boston Chapter 1 program is the continuous *training* of its teachers and paraprofessionals. While Chapter 1 teachers are qualified and certified as Massachusetts teachers, many of them having years of successful experience in Boston, and while Chapter 1 paraprofessionals are carefully selected for their aptitude, the Chapter 1 training which they get is extra and is especially planned for the pupils, the materials, and the subject of the Chapter 1 program.

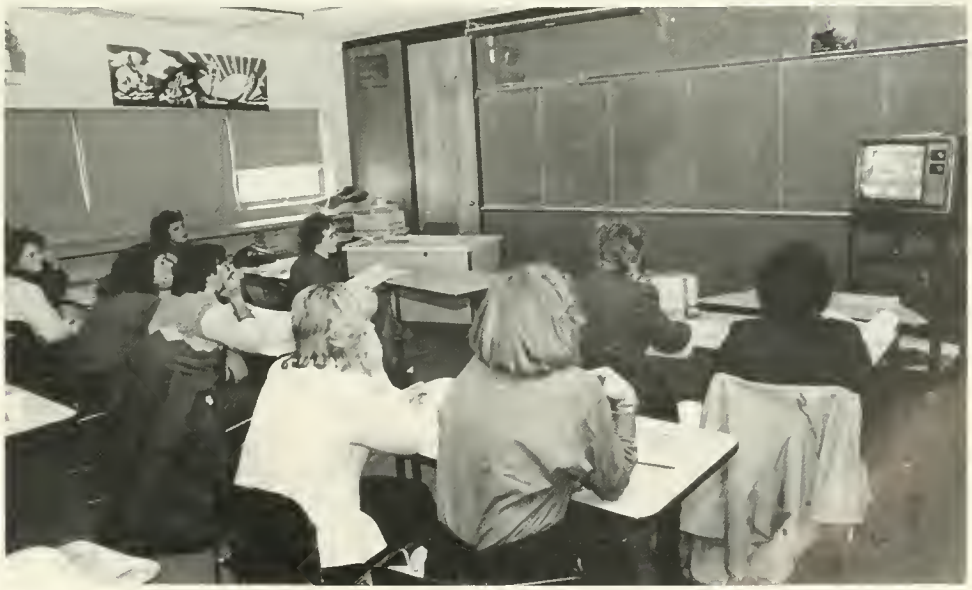
In recognition of the vital role of *training* in a successful Chapter 1 program, the federal law has made provision for pre-service and inservice training.

Training is continuous because of the constant effort to improve instruction. Training workshops are given at the opening of the school year and during the school year. In addition, much of the training is given to teachers and paraprofessionals together so that the teacher and paraprofessional of each classroom are better able to work together as a cooperative team.

Training is conducted by Chapter 1 assistant directors, all of whom have been especially selected for these duties on the basis of demonstrated excellence in school administration and actual teaching experience. A feature of these workshops is the exchange of ideas among teachers and paraprofessionals and the demonstration of methods which they have found to be practical.

During the school year these assistant directors regularly visit each Chapter 1 teacher and paraprofessional in the classroom to help as needed.

Inservice training of teachers and aides contributes greatly to the success of the program.



Paraprofessionals

In accordance with the current union contract, personnel formerly known as "aides" are now known as "paraprofessionals."

The use of the instructional aide as a paraprofessional is an integral part of the basic classroom approach in the Boston Chapter 1 program.

These paraprofessionals, drawn for the most part from the school attendance area, bring to their function a wide variety of educational backgrounds and aptitudes. These qualifications are continually being developed by the Chapter 1 inservice training program. A feature of these training sessions is joint participation of the teacher-paraprofessional team so that each may contribute to an informed coordinated unit. In addition many paraprofessionals on their own initiative take courses to improve their educational background. A number of our Chapter 1 paraprofessionals have earned college degrees and have become teachers, some in the Chapter 1 program. Their achievement is a tribute to their talent and dedication and is an indication of the caliber of the Chapter 1 paraprofessional.

In this year, the Twentieth Anniversary of Chapter 1, some of our paraprofessionals were among the staff members honored for long service to the Boston program. Pictured here with Assistant Director Audrey Coleman are several who were awarded certificates of recognition by the State Department of Education. Left to right, Hattie Kelton of the King School, Josephine Stone of the Kent, Margaret Kehrmeyer of the Hennigan, Grace Barrasso of East Boston Central Catholic, Mrs. Coleman, Community Field Coordinator Mary Ann Hendrix, Frances Giglio of the Alighieri, Evelyn Landers of Cathedral, Carol Hairston, and Ruth Reilly of the Condon School.

Research and Evaluation

A key provision of the ESEA-1965, which in substance has been retained under Chapter 1, requires that all projects be evaluated for effectiveness. Accordingly, the Office of Research and Evaluation, under Associate Director Margaret Callahan, compiles data and develops evaluation for all Chapter 1 projects. This activity necessitates pre-testing and post-testing of pupils. It involves also analysis and interpretation of data to indicate program changes.

Close contact is maintained with parent representatives from the various schools and with the advisory council. Cooperative planning with parents in the assessment of student needs is prelude to the writing of the project proposal. Translation of needs into behavioral objectives and evaluation design is completed after a series of conferences with parents.

In any consideration of Chapter 1 results, it is recommended that these four point be kept in mind:

1) Crucial to an intelligent assessment of Chapter 1 results is the recognition that by design and definition comparison with the usual standardized norms is inherently unsound and not truly reflective of achievement. The reason is that Chapter 1 students are, by no means, a standard group encompassing the normal range of ability or potential. Rather, the law directs that Chapter 1 students be selected only from those in greatest educational need.
2) Although ESEA was enacted in 1965, it is only in the last several years that most programs have been operated in their present design. This has been due to amended legislation, evolving criteria, shifting emphases in interpretation, and state or local factors.
3) Many schools suffer from unstable eligibility status, i.e., a school may be eligible for Chapter 1 service one year and ineligible the next year. This factor works against continued remediation of individual Chapter 1 students until they are restored to grade level.
4) Chapter 1 efforts are attempting to counteract the accumulated effects of years, or generations, of disadvantages. From this point, even the slowing of a downward trend should be viewed as significant.

Boston Chapter 1 Results

The table below shows the achievement results in reading for the latest school-year available. The results are reported in Normal Curve Equivalents (NCE's), as required by the United States Department of Education. The NCE is a measurement tool which, in the opinion of professional evaluators, has advantages over more common measures, especially for the purpose of comparing performances of students who are not measured by the same standardized tests.

For practical purposes, when looking at NCE data, it should be kept in mind that according to the Office of Education, "Whenever an evaluation shows an NCE gain . . ., it means that the Title I pupils profited from participation in the project. In general, the larger the NCE gain, the more effective the project."(NCE comments taken from final evaluation report of Public Affairs Research Institute.)

From this it appears that the results shown here evidence progress in the Chapter 1 program in 1983-84, a continuation of the highly creditable performance which is customary. The table shows that on all grade levels pupils have progressed.

These results are presented in no spirit of complacency. Indeed, much remains to be done to bring all grades to acceptable standards in all subjects, for the cumulative effect of educational disadvantage cannot be eliminated in any one year. However, this indication of progress may serve as encouragement to parents, teachers, and paraprofessionals as this program goes forward under Chapter 1.

Table 1. Boston Chapter 1 Reading, 1983-84.

Grade	*Number Tested*	*Pre-Test Mean NCE*	*Post-Test Mean NCE*	*NCE Gain*
2	873	38.5	41.8	3.3
3	775	40.4	42.3	1.9
4	879	36.7	38.9	2.2
5	980	37.9	41.8	3.9
6	735	35.6	42.6	7.0
7	490	31.0	37.8	6.8
8	589	31.8	39.4	7.6
9	345	30.9	33.9	3.0
10	199	24.0	30.7	6.7
11	143	24.8	28.6	3.8
12	43	9.7	10.9	1.2

Materials

The Chapter I program uses a basal reading series plus a wide variety of supplental material. These are correlated with the curriculum objectives of the Boston Public Schools and are geared to provide the teacher the necessary tools for individual instruction.

A committee of teachers, together with the Chapter I staff, recommends material for the program after review and evaluation.

Among materials currently in use are:

Elementary

Ginn: Reading Series
Laidlaw: Reading Series
Spellbinder
Reader's Digest: Skill Builder
Rainbow
Modern Curriculum: High Action Series
New England Educational: "Stars" Masters, Mystery Stories
Holt, Rinehart, Winston: Building Reading Skills

Middle

Reader's Digest: Reading Workshops I and II
Steck-Vaughn: Language Skills
Concord Woods Assoc: Famous People Stories
Random House: Practicing Comprehension
Barnell-Loft: Cloze Connections
Concepts in Comprehension
New England Book Fair: Paperback Readers

High School

Scott, Foresman, Co: Reading Program
Scholastic: Real Life Reading Series
McDougall-Littell: Skills and Drills
Building Reading Skills
Barnell-Loft: Cloze Connections
Random House: Spotlight on Writing
New England Book Fair: Paperback Readers

Language Development/
English as a Second Language

Scott, Foresman Co: I Like English Series
National Textbook Co: Everyday English
Zaner-Blaser, Inc: Resource Book
Santilana Publishing: Rainbow Collection Kit

WE TRY

Chapter 1 in Boston is fortunate in that most of the building administrators in the city have, over the years, become familiar with the purpose and operation of Chapter 1.

For the benefit of administrators new to Chapter 1 and as a handy reference for those who are familiar with general practice, Chapter 1 offers here brief, simplified answers to basic questions often asked about Chapter 1 as it operates in the schools. For more detailed information and for application to a particular school situation, an administrator should contact the Chapter 1 assistant director assigned to his or her school.

CHAPTER 1 is —

–funded entirely by the federal government.
planned and operated by local school systems.
–subject to approval and monitoring of State Department of Education.

1. How are schools selected for Chapter 1?

For district schools, each school attendance area is ranked by percentage of low-income families. Areas equal to or above the city-wide percentage of low income are eligible for Chapter 1 service. When a community district school is eligible, all students in the school are eligible.

For magnet schools or private schools, students who come from eligible district areas are eligible.

2. How many Chapter 1 classes are assigned to each school?

This is determined by a combination of factors: enrollment of the school, its rank on the low-income list, number of children in educational need, and available funds.

3. How are students selected for Chapter 1 service?

In each eligible school, students are taken in order of "greatest educational need." Students at or belw the 40th percentile make up the pool of students to be considered for Chapter 1 service. They are then ranked by need based on scores on standardized tests, teacher recommendations, and whether or not students are already in Chapter 1. In addition, to be eligible in magnet schools or private schools students must live in an eligible area.

4. What subjects are taught in Chapter 1 classes?

This is determined by an "assessment of needs," required annually. This is a comprehensive study of performance levels and of staff and parent recommendations. Historically, highest priority is given to reading. This is closely followed by such subjects as math, language arts, study skills, and English as a second language.

5. Is parental permission necessary for participation in Chapter 1?

While parental permission is not necessary, it is the practice of Chapter 1 to inform parents that children have been selected to participate. A parent who questions placement of a child in Chapter 1 should receive an adequate explanation. Upon parental insistence, the child need not be retained in Chapter 1.

6. May the school exclude an eligible student from Chapter 1?

No, the law and the approved project require that a school provide services to students in order of greatest need. An eligible student may not be excluded from Chapter 1 because of inappropriate behavior.

7. May Chapter 766 students participate in Chapter 1?

Yes, but only after consultation on individual cases with the assistant director to insure a) that the city is fulfilling its obligation under Chapter 766, b) that Chapter 1 is not being used as a substitute for Chapter 766 responsibilities, c) that the student is not being taken from his regular curriculum for too much time during the day.

8. What happens when vacancies occur in the Chapter 1 class?

In each Chapter 1 school the master list of students ranked in order of educational need is used to fill any vacancies.

9. What teaching load is permissible in Chapter 1?

In accordance with directions of the State Department of Education, maximum class size and number of periods vary according to subject, grade level, and whether or not a paraprofessional is assigned. Basic organization is as follows:

				Total Pupils
Elementary	Reading	6 classes/day	8 pupils/class	48
	Math, LD, ESL	6 classes/day	6 pupils/class	36
Middle	Reading	5 classes/day	9 pupils/class	45
(Replacement Model)		(5 classes/day)	(12 pupils/class)	(60)
	Math, LD, ESL	5 classes/day	8 pupils/class	40
High	Reading	5 classes/day	10 pupils/class	50

Paraprofessionals are assigned only in the reading program and generally on the basis of one for every two teachers. No paraprofessionals are assigned to math or ESL programs.

10. Briefly, what are Chapter 1 regulations on non-instructional duties?

These regulations have been detailed in specific memoranda, but briefly —

No infringement on programmed instructional time.
–Chapter 1 personnel may *not* be:
–assigned to a classroom.
–used as substitute teachers.
–assigned to regular supervision of a classroom.
–assigned quasi-administrative duties, e.g., data processing.
Chapter 1 personnel *may*, up to 10% of their time, perform limited, rotating, supervisory duties on the same basis as non-Chapter 1 personnel at the same school. For example, they may be assigned to:
–corridor duty.
–lunchroom duty.
–recess duty.
–dismissal, including passage to and from buses.

Any questions should be referred to the Chapter 1 Assistant Director.

11. What about materials for Chapter 1 students?

In addition to the regular per capita allowance for these students, Chapter 1 provides, within budget limitations, an adequate supply of textbooks and consumables. In accordance with directives, materials are labeled or stamped as Chapter 1 property and are subject to periodic

auditing. Shipments of supplies from the Materials Distribution Center of the school department are customarily designated for Chapter 1. The cooperation of the building administrator in reserving these for the Chapter 1 class is appreciated.

12. What about classroom space and furniture?

Federal and state guidelines view the provision of suitable classroom space and furniture to be the direct responsibility of the school department. The State Department of Education has in the past withheld approval of specific locations which it has deemed inadequate. In recent years, school administrators have invariably fulfilled this responsibility, and continuing cooperation is appreciated.

13. What about bilingual students?

Chapter 1 Language Development/English as a Second Language (LD/ESL) classes are for students in bilingual classes who are on scheduling step one, two or three.

If a student of limited English-speaking ability is not in a regular bilingual class but is on one of the above scheduling steps, he or she may qualify for Chapter 1 classes in reading or math on the same bases as English-speaking students.

14. Are substitutes available for Chapter 1 ?

In elementary schools, substitutes are not provided on a daily basis. In the event of teacher absence, students simply remain with their regular classes. If a teacher is to be absent 5 days or more, the administrator may notify the Chapter 1 office and request a substitute, to be charged to Chapter 1.

In middle and high schools, since Chapter 1 classes are built into teacher and student schedules, substitutes may be requested on a daily basis.

15. How is Chapter 1 attendance reported for pay purposes?

Chapter 1-funded personnel do not appear on school building payrolls. The attendance of permanent or provisional teachers is reported on forms provided by Chapter 1. These forms are due at the Chapter 1 office on the last working day of the pay period. Adjustments to pay are made in a subsequent pay period.

The attendance of paraprofessionals is reported to the Chapter 1 office on forms provided by Chapter 1 according to the schedule for temporary personnel. Attendance of temporary teachers is reported to the Office of Teacher Placement with indication that it is to be charged to Chapter 1.

16. How is Chapter 1 progress reported?

Elementary students and private school students receive a separate Chapter 1 report card. Secondary students in the public schools now receive a Chapter 1 mark on their regular grade reports. This is in addition to the regular progress report exchanged between the Chapter 1 teacher and the classroom teacher. In secondary schools, points are now awarded in accordance with a memorandum from Department of Curriculum and Instruction on this subject.

17. What about in-service training?

As specified in the project application, approved by the State Department of Education, in-service training calls for an orientation session during the opening week of school, a mid-year session, and a spring session. These are scheduled so as to take as little as possible from instructional time. Generally, personnel will be taken from class only one day during each session. The usual policy applies in regard to substitute teachers.

18. How are Chapter 1 teachers evaluated?

The evaluation of Chapter 1 teachers is conducted in accordance with school department directives for all teachers. The principal or headmaster is responsible for all evaluations and may delegate implementation to a designee and may request appropriate input from personnel such as Chapter 1 administrative staff.

19. Is there extra testing in Chapter 1?

Evaluation is an essential point in Chapter 1, and much of this ordinarily requires additional testing. Every effort is made to keep this to a minimum by coordinating Chapter 1 testing, using school department testing wherever possible. Thus, Chapter 1 uses school department testing for post-tests and for pre-tests in grades three, four and five. When teachers lack documentation or need verification, they may ask for a special testing of an individual student.

20. How long do students stay in the Chapter 1 program?

Experience has shown that students are likely to slip back if extra help is withdrawn too soon. Therefore, students remain in the Chapter 1 program until the end of the school year. Any exceptional case should be discussed with the Chapter 1 Assistant Director.

21. May students take more than one Chapter 1 subject?

No, Chapter 1 must be careful that students do not lose too much time from their regular classroom instruction. Not only would this fragment a student's regular program, but it would also mean that Chapter 1 funds would be used to supplant the city funds for regular instruction. This would be a violation of the law.

22. How may student progress be monitored?

Each Chapter 1 teacher maintains for each student a file folder containing extensive information on the student's placement and progress. This includes:

a) the student checklist which is the basis for selecting students in greatest educational need,
b) the student profile showing student progress toward curriculum objectives,
c) results of tests, including diagnostic tests and pre- and post-standardized tests,
d) communications with parents and notes on parental conferences,
e) records related to other programs such as Chapter 766 and bilingual education,
f) any other records relating to student performance.

The Chapter 1 teacher also maintains for each student a daily individualized lesson plan. This plan, outlining class activities, includes the programmed use of the para-professional. Worksheets and papers will be part of each student file.

Policy on Non-Instructional Duties

Under the change to Chapter 1 regulations, the policy regarding use of Chapter 1 personnel in duties which are *not limited* to Chapter 1 students remains the same as under Title 1 regulations.

Simply put, Chapter 1 personnel may be so used only under carefully prescribed conditions as explained in the memorandum below.

Memorandum

To: *Community Superintendents, Headmasters and Principals*

From: *Deputy Superintendent/Curriculum & Instruction*

Subject: Use of Chapter 1 personnel in Non-Instrguctional Duties

For many years Title 1 regulations required that Title 1 staff relate only to Title 1 schools. The Education Consolidation and Improvement Act of 1981 allows Chapter 1 personnel to perform limited non-instructional duties, the benefit of which will not be limited to Chapter 1 students.

It cannot be emplasized too strongly that any use of Chapter 1 personnel beyond conditions specified in this memorandum could be reason for immediate suspension of Boston's entire Chapter 1 program. This subject has been a primary concern of State and Federal auditors and can be expected to receive even closer scrutiny under the new law.

Principals and headmasters who choose to use this option are to document their observance of these conditions by means of appropriate records such as a roster of non-instructional duties of all personnel.

General Conditions.

1. *There must be no infringement upon the instructional time programmed for Chapter 1 personnel.*
2. *During that part of the day when Chapter 1 teachers are not programmed for instruction, they may be assigned on a rotating basis to certain limited non-instructional duties.*
3. *These duties may include only those to which non-Chapter 1 teachers are assigned at the same school.*
4. *These duties may not exceed the same proportion of total time of duties assigned to non-Chapter 1 teachers at the same school up to a maximum of 10% of the time of the Chapter 1 teachers.*
5. *Since the law specifies that allowable duties are non-instructional, under no circumstances may a Chapter 1 teacher be assigned to a classroom.*
6. *With regard to Chapter 1 paraprofessionals, assignment to non-instructional duties will be on a basis corresponding to the above working conditions. In addition duties will be limited, as specified in the school aide's contract, to the function of assisting school personnel and will not include performance of the work of custodial or cafeteria workers.*

Allowable Activities.

Subject to the preceeding conditions, allowable activities include the following:

a) Corridor duty during filing
b) Cafeteria duty, recess, and dismissal including passage to and from buses.

Any questions regarding this policy should br referred to the Chapter 1 Assistant Director in charge of the program in your school.

BOSTON PUBLIC LIBRARY
3 9999 06315 325 6